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The relationship between students' knowledge and their perceived readiness for clinical practice
E.A. van Hell, J. Cohen-Schotanus

Aim of presentation: Students experience a gap between pre-clinical and clinical training. The students mention several transition-related problems and a deficiency in knowledge is one of them. This study assesses whether the amount of knowledge students possess has a relationship with their perceived readiness for clinical practice.

Summary of work: During the first two weeks of their clerkship 75 students filled out a questionnaire in order to measure their perceived preparation for clinical practice. This questionnaire consists of 77 statements divided into eight categories of transition-related problems: transition (13), professional socialisation (6), workload (6), patient contact (8), knowledge (11), skills (9), learning (13) and education (11). Students' knowledge was measured twice by means of a progress test.

Summary of results: When correlated with the mean progress test score, only the knowledge category results in a significant correlation ($p < .01$). No relationship was found between students' knowledge and the other categories of transition related problems. Consequently there seems to be no relationship between students' knowledge and their general readiness for clinical practice.

Take-home message: Students' knowledge only plays a minor role in their perceived readiness for clinical practice.